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ABSTRACT

This course guide is designed to help the student view some of the many facets of American society as they are portrayed in literature. Materials suggested are "The Great Gatsby," "The Grapes of Wrath," "All My Sons," and "They Shoot Horses, Don't They?" Performance objectives for students include identifying the rags and riches theme in American society during the periods of colonization and expansion, and immigration and industrialization. These objectives may be met by having students synthesize their concepts about the aspects of the rags and riches idea to show how this theme has contributed to the views held by contemporary society. Descriptions of course content, teaching strategies, student resources, and teacher resources are included. (IL)

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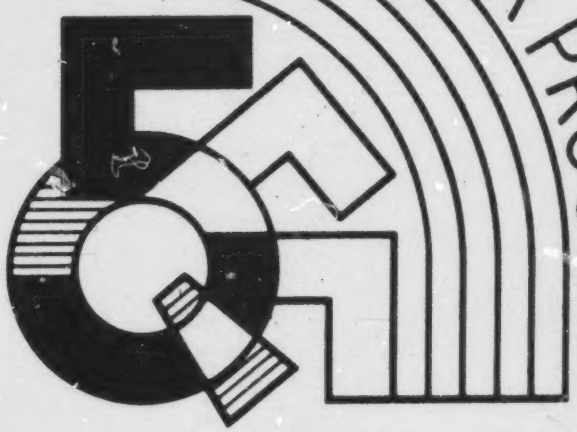
# AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM



DADE COUNTY PUBLIC SCHOOLS

CS 201011

LANGUAGE ARTS
Rags and Riches in Modern American Literature
5113.89
5114.162
5115.177
5116.184

DIVISION OF INSTRUCTION • 1971

# RAGS AND RICHES IN MODERN AMERICAN LITERATURE

5113.89
5114.162
5115.177
5116.184

English

DIVISION OF INSTRUCTION
Dade County Public Schools
Miami, Florida
1972

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Course Number
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COURSE TITLE: RAGS AND RICHES IN MODERN AMERICAN LITERATURE

COURSE DESCRIPTION: A course designed to help the student view some of the many facets of American society as they are portrayed in literature. Materials may include: The Great Gatsby, The Grapes of Wrath, All My Sons, They Shoot Horses, Don't They?

## I. PERFORMANCE OBJECTIVES

A. Having identified components of the rags and riches idea in American society during the period of colonization and expansion, students will cite examples of it in a variety of literature written during and about the period.

B. Using literature written during and about the period of immigration and industrialization, students will identify elements of the rags and riches theme.

C. Having read literature produced about contemporary America, students will synthesize their concepts about the aspects of the rags and riches idea to show how this theme has contributed to the views held by contemporary society.

## II. COURSE CONTENT

A. Rationale

"Rags and Riches in Modern American Literature" endeavors to examine "the good life" which theoretically is within the reach of every American citizen. As students probe the various aspects of American society reflected in its literature, they should identify those viable elements, the goals and values, as they emerge and then evolve into characteristics of American life. From a cosmic viewpoint of literary production, all work produced in the new world is modern; therefore, pertinent selections, revealing the spectrum of the theme, represent the culture in the three phases of America's development: colonization and exploration, immigration and industrialization, and post-World War II.

Students should gain perspective in viewing facets of society and be able to hypothesize the components of future rags and riches.

B. Range of subject matter

1. Literary selections revealing the values of Americans during the era of colonization and exploration

2. Elements of the rags and riches theme as evidenced in literature reflecting the immigration and industrialization years

3. Facets of the rags and riches motif continuing in contemporary American literature

III. TEACHING STRATEGIES

A. Objective A. Having identified components of the rags and riches idea in American society during the period of colonization and expansion, students will cite examples of it in a variety of literature written during and about the period.

1. Have students interpret the idea of rags and riches. Ask them to discuss it on a variety of levels. They might make two columns -- RAGS -- RICHES -- and list under each their interpretations and the applications.

2. Present students with several statements and phrases such as:

a. All men are created equal.

b. Every boy <u>can</u> become president.

c. America -- the land of opportunity ...

d. The Statue of Liberty's "Give me your poor..."

e. The dregs of society ...

f. Poor but happy ...

g. Poor little rich girl ...

h. The nouveau riche ...

i. One man's junk is another man's treasure.

j. The robber barons ...

k. ... they lived happily ever after ...

l. Down and out ...

m. Buy his way ...

n. Keep up with the Joneses ...

o. The black sheep of the family ...

p. Brain trust ...

q. Big business ...

r. Melting pot ...

s. At the bottom of the ladder ...

t. A real comer ...

u. The American dream ...

v. The ugly American ...

w. Silk hat and no socks ...

x. You can't make a silk purse out of a sow's ear.

y. To pull yourself up by your bootstraps ...

z. If at first you don't succeed, try, try again.

Ask students to add other statements. Have them focus on those ideas which reveal changing attitudes -- Fly now, pay later. Make love, not war. From their total list have them identify those which pertain to today's society. This might then lead into a discussion of ideas such as What comprises poverty today? What comprises affluence? What causes values to change and priorities to be reordered?

3. Ask students to interview grandparents and/or parents to determine their views concerning what comprised rags and riches when they were young. Students might then write a paper contrasting these with their own views.

4. Have students prepare a questionnaire and poll members of the student body to determine the three items they consider most enriching in life and the three they would consider to be most impoverishing.

5. Have students meet in groups of three to five for five minutes to determine their views on the reasons for colonization. Using the results of these discussions as a basis, compile a list of reasons on the board. Attempt, then, to have students compact these reasons into as few as possible: seeking freedom, wealth, and adventure.

6. Ask students to list on a sheet of paper those ideas which they feel colonists and explorers might have identified as rags and riches. Have them share their ideas and save this paper.

7. Suggest a variety of selections in state-adopted texts which students might read. As they read each one, ask them to note aspects of the good life as the colonists and explorers viewed it.

   a. "Mayflower Compact"

   b. Bay Psalm Book excerpts

   c. Sermons by Cotton, Increase, and Richard Mather; Jonathan Edwards, Roger Williams, John Eliot

   d. John Smith's "A True Relation of Occurrences in Virginia"

   e. Knight's "Journal"

   f. Patrick Henry's "Speech in the Virginia Convention, 1775"

   g. Thomas Jefferson, "The Declaration of Independence"

   h. Abraham Lincoln, "Gettysburg Address"

   i. Benjamin Franklin, "Project of Arriving at Moral Perfection"

   j. Benjamin Franklin, "Sayings of Poor Richard"

   k. Washington Irving stories

   l. Nathaniel Hawthorne stories

m. Ralph Waldo Emerson

n. Henry David Thoreau

o. Stephen Crane

p. Henry Wadsworth Longfellow

q. John Greenleaf Whittier

r. William Cullen Bryant

s. Philip Freneau

t. Herman Melville

u. Phillis Wheatley

v. Edgar Allan Poe

w. James Fenimore Cooper

x. Oliver Wendell Holmes

y. John Pendleton Kennedy

z. William Gilmore Simms

aa. William Lloyd Garrison

bb. Horace Greeley

cc. George Bancroft

dd. Francis Parkman

ee. Harriet Beecher Stowe

ff. Frederick Douglass

gg. Lincoln-Douglas debates

hh. Francis Scott Key

ii. Stephen Foster

8. Ask interested students to read books such as the following to see how a variety of authors -- contemporary and more modern -- portray the values of this period.

a. Arthur Miller, The Crucible.

b. Nathaniel Hawthorne, The Scarlet Letter.

c. Stephen Crane, Red Badge of Courage.

d. Howard Fast, Freedom Road.

e. Howard Fast, April Morning.

f. Conrad Richter, Light in the Forest.

g. Margaret Mitchell, Gone with the Wind.

h. Harriet Beecher Stowe, Uncle Tom's Cabin.

i. Stephen Vincent Benet, Western Star.

j. Gilbert Rees, I Seek a City.

k. Conrad Richter, The Trees.

l. James Fenimore Cooper, Last of the Mohicans.

m. Herman Melville, Billy Budd.

9. Take students to the library to investigate historical accounts of the period, cultural tastes and views of non-Americans (de Toqueville, Dickens' American Notes, de Crèvecoeur's Letters from an American Farmer) about the young nation.

10. Have students compare what they have discovered about the true beliefs, goals, and views of society held by the people of the time with that presented by modern media -- TV, film, books, radio.

11. Ask students to review the list they developed in activity six and to determine to what extent their own perception of the period has been clarified and altered. A class list might now be developed to specify the "rags" and "riches" of the period of colonization and expansion.

B. Objective B. Using literature written during and about the period of immigration and industrialization, students will identify elements of the rags and riches theme.

1. Show students a film such as "Immigration in American History." Ask an interested student to prepare and present a report on the Statue of Liberty. Another student might make a poster or bulletin board display of the inscription. In a discussion on the significance of these, students might consider the following:

   a. Problems of the immigrants

   b. Problems caused by the immigrants

   c. Contributions of the immigrants

   d. Restrictions placed on immigrants

2. Have students select a specific group of immigrants for investigation. In small groups or individually students should review the historical aspects of their particular group, their cultural and social characteristics, and their contributions to American society. Each group or individual should plan an interesting presentation of his findings. Students might wish to include ideas such as the following in their reports:

   a. What famous American would not have existed had it not been for your particular group?

   b. What derogatory phrases or epithets would be missing from the language?

   c. What positive words and expressions would be missing?

   d. What inventions and discoveries would we be without?

   e. What artistic expressions would not be available?

   f. What food elements and recipes might we not have had?

   g. What particular individuals went from rags to riches? from riches to rags?

3. Show students a series of filmstrips such as The Story of America's People, Series 1, Eye Gate House.

   a. The Story of the Hungarian American

   b. The Story of the Italian American

   c. The Story of the Negro American

   d. The Story of the Spanish American

   e. The Story of the Scandinavian American

   f. The Story of the Jewish American

   g. The Story of the Irish American

   h. The Story of the German American

   i. The Story of the Polish American

   j. The Story of the British American

   These might be used for supplement student presentations or as introductory or review material.

4. Have students obtain another view of people of a particular group by reading fictional accounts. Titles which might be interesting are:

   a. Ferber, Cimarron.

   b. Forbes, Mama's Bank Account.

   c. Katkov, A Little Sleep, a Little Slumber.

   d. Kaufman and Hart, The American Way.

   e. Kaup, Not for the Meek.

   f. Moberg, Unto a Good Land.

   g. Ross, The Education of Hyman K*A*P*L*A*N.

   h. Vardoulakis, Gold in the Streets.

   i. Veedam, Sailing to Freedom.

   j. Cather, My Antonia.

   k. Rolvaag, Giants in the Earth.

5. Ask students to specify the riches (values) held by each group of immigrants. They should also note the rags (factors of no value) What influences have these forces had on American society? What effect did American culture, as it existed at the beginning of the waves of immigration, have on each group of immigrants? To what extent did they retain their cultural image? What magnets drew particular groups of people to a specific geographical location?

6. Present students with three tenets of the Puritan ethic: work is a virtue and will be rewarded; religious and political freedom exists for every man; equal opportunity is available for every man. Ask students questions such as the following:

   a. To what degree were these tenets practiced by Americans?

   b. How did immigrants adapt to them?

   c. What changes were brought about in the tenets and why?

   d. What hypocrisy did this bring into the open?

   e. What determined the hierarchy of immigrant social standing?

   f. How did an individual go from being exploited to exploiting?

   g. What famous fortunes were founded during the period of industrialization?

   h. What was the origin of the Blue Book of Society?

   i. What features of American life provided an opportunity for success for every man?

7. Have students read to discover the ways in which man in a newly industrialized society viewed life. Books which are relevant are:

   a. Steinbeck, Grapes of Wrath.

   b. Fitzgerald, The Great Gatsby.

   c. Howells, The Rise of Silas Lapham.

d. Dreiser, An American Tragedy.

e. Tarkington, The Magnificent Ambersons.

f. Lewis, Dodsworth.

g. Lewis, Main Street.

h. Norris, The Octopus.

i. Washington, Booker T., Up from Slavery.

j. Twain, Innocents Abroad.

k. Steinbeck, Of Mice and Men.

l. Steinbeck, Cannery Row.

m. Steinbeck, The Pearl.

n. Wharton, Ethan Frome.

o. James, The Ambassadors.

p. Sinclair, The Jungle.

q. Wharton, Age of Innocence.

r. Whitman, Leaves of Grass.

s. Twain, The Adventures of Huckleberry Finn.

Ask students to consider ideas such as the following as they read:

a. Relate the content of the book to television programs which portray aspects of the same topic and period.

b. Identify the protagonist and his view of life during the period.

c. Compare views of the protagonist with a modern view of the same subject.

d. List the rags and riches of characters in the book and contrast these with the values of today's youth. Note especially any changes and be ready to explain the forces which caused such changes to take place.

e. Trace strands of previous philosophical persuasions such as the Puritan Ethic -- to determine the effect each has on the views held by emerging industrialized man.

f. Identify germinal elements which will produce yet a different man.

g. Discover the effect the book had on a variety of aspects of society: medicine, politics, social consciousness, religion, agriculture, transportation, the arts.

8. Investigate the founding of American "dynasties." Trace the development of these families and their fortunes and note the forces, internal and external, which determined how their wealth -- despite how it was acquired -- was ultimately diffused. Several families to consider are:

   a. Carnegie

   b. Mellon

   c. Roosevelt

   d. Kennedy

   e. Ford

   f. Hughes

   g. Dupont

   h. Vanderbilt

   i. Morgan

   j. Astor

9. Show students the films "Nation of Immigrants," Parts 1 and 2. Have them watch for elements which indicate the role of specific groups in building a unified country.

10. Ask students to read the immigration laws and to investigate the reasons for their existence. Conduct a general discussion concerning why people felt they were necessary, what these reasons reveal about people who promoted them, and what changes in attitude and in the acts themselves have occurred from the enactment of the first one in 1882 to now.

Using the part of Emma Lazarus' poem which appears on the base of the Statue of Liberty as a starting point --

> Give me your tired, your poor,
> Your huddled masses yearning to breathe free,
> The wretched refuse of your teeming shore.
> Send these, the homeless, tempest-tossed, to me:
> I lift my lamp beside the golden door.

Have students develop panels to present the necessity and/or the hypocrisy of immigration laws.

11. Invite guest speakers who are aliens or naturalized Americans to speak to students on one or more topics of the type suggested:

    a. Adjustment problems

        (1) Language

        (2) Housing

        (3) Employment

        (4) Food

        (5) Social customs and mores

        (6) Political involvement

        (7) Educational opportunities

        (8) Governmental restrictions

    b. Severance problems

        (1) Political conditions

        (2) Separation from family and friends

        (3) Cultural traditions

        (4) Reasons for emigrating

        (5) Vehicle of arrival

12. Schedule several speakers from city offices (the Water Board, city planning, budgeting), commercial companies (telephone, electric, sales, transportation), and educational institutions to discuss the problems caused by an influx of immigrants or refugees and to indicate the manner in which they go about determining solutions to these problems. Students might be presented with a specific problem such as: How will we provide electric power to meet the needs of a burgeoning community? Ask them to generate suggestions for a solution and to consider additional problems which might arise as part of one or more solutions. Encourage students to explore all aspects of the question.

13. Have students examine telephone books for a particular city over a period of years (example: Miami, 1960-1970) to note the percentage of names having particular nationalistic implications. Ask them to observe any changing patterns.

14. Present students with selections by a variety of authors who foresaw the outcomes of transplanted populations and mechanized people. Ask them to identify the views held by each and any solutions they might have proposed.

    a. Refer to works identified in B. 7.

    b. Masters, Spoon River Anthology.

    c. Sandburg, Chicago Poems.

    d. Markham, "The Man with the Hoe."

    e. Harte, "Outcasts of Poker Flat," "Luck of Roaring Camp."

    f. Whitman, "Mannahatta," "Song of Myself," "I Hear America Singing."

    g. Dickinson, "I'm Nobody."

    h. Robinson, "Miniver Cheevy."

    i. Jewett, "The Town Poor."

    j. Garland, Main-Traveled Roads.

    k. O. Henry, The Four Million, Voice of the City.

l. Dunne, World of Mr. Dooley.

m. Cullen, "Incident."

15. Bombard students with a mélange of words, phrases, names, titles, etc. which are characteristic of this period of immigration and industrialization. Have them utilize the concepts they have developed about the values, hopes, despairs, challenges, and hardships of these people to discuss the significance of each item and its relationship to the others. In addition, students might select one item and develop a creative expression of it: collage, film, slides, booklet, original writing, three-dimensional object, original musical interpretation:

a. Polka

b. Shirley Temple

c. Clark Gable

d. Judy Garland

e. Will Rogers

f. Bootlegging

g. Temperance movement

h. Walter Mitty

i. Agee's "A Mother's Tale"

j. Robber baron

k. A Cinderella story

l. Uncle Sam

m. "They lived happily ever after..."

n. Miss America

o. Hetty Green

p. Horatio Alger

q. Nouveau riche

r. Huey Long

s. Labor unions

t. Sweat shop

u. Boycott

v. Sit-down strike

w. Speakeasies

x. Jack Armstrong -- the all-American boy

y. Fads -- marathon dances, swallowing goldfish, flagpole sitters

z. <u>They Shoot Horses, Don't They?</u>

aa. Harlem

bb. Blues

cc. The jazz era

dd. Flappers

ee. Little Orphan Annie

ff. Superman

gg. Maggie and Jiggs

hh. Katzenjammer Kids

ii. The talkies

jj. Charlie Chaplin

kk. Caruso

ll. Soup line

mm. Hobo

nn. Selling apples and pencils

oo. <u>Glass Menagerie</u>

pp. Born in a log cabin

qq. Blue laws

rr. Guys and Dolls

ss. Gold diggers

tt. Gay nineties

uu. Depression

vv. Roaring Twenties

ww. Veteran's march on Washington

xx. "A chicken in every pot..."

yy. A small town girl

zz. "Hey, rube."

aaa. A Rube Goldberg

bbb. Spumoni

ccc. Bagels and lox

ddd. Babushka

eee. "That's not kosher."

fff. "He didn't even have a chinaman's chance."

ggg. Suffragettes

hhh. Greta Garbo

iii. The gold rush

jjj. Social security

kkk. Welfare

lll. Faulkner's Sound and the Fury

mmm. Farrell's Studs Lonigan

nnn. Dos Passos' USA

ooo. Mafia

ppp. Buck's The Good Earth

qqq. Ku Klux Klan

rrr. Tammany Hall

sss. A new deal

C. Objective C. Having read literature produced about contemporary America, students will synthesize their concepts about the aspects of the rags and riches idea to show how this theme has contributed to the views held by contemporary society.

1. Present students with the questions: What if a person born into today's society were to grow up with none of the previously conceived ideas concerning rags and riches? How might he determine which values to adopt? What would he identify as rags and riches if he lived in Boston, Detroit, El Paso, Savannah, Houston, Palm Beach, Tallahassee, Homestead, a ranch in Texas, Anchorage, Honolulu, a mining town in West Virginia, a fishing village in Maine, a lumberjack's camp, a mill town, a college town, Harlem, a farmhouse, or 92-story high rise? What characteristics of man cause him to want to develop a value system? What forces in society might influence the direction of all these people? What might cause individuals to react differently? Ask students to jot down responses to each of these and then select two people to contrast orally or in writing. Give students some guidance in determining specific values for someone living in a particular place by asking questions such as: In which place(s) would someone value industriousness? learning? leisure? convenience? peace and quiet? wealth and prestige? technological skill? adventure? brotherhood? conservation of natural resources?

2. Divide the class in half and ask students to put aside any preconceived notions about rags and riches. Have them develop a view of life and its attending rags and riches based solely upon experiences and material to which they will be exposed. Expose one group to those items listed below in A. and give the other group the items in B.

a. Group A

(1) Read excerpts from Hersey's Hiroshima.

(2) Follow Little Orphan Annie in the comics.

(3) Follow Li'l Abner in the comics.

(4) Watch "All in the Family" on television.

(5) Listen to William Buckley.

(6) Listen to or watch the news every night.

(7) Frown at everyone.

(8) Read excerpts from Lederer's The Ugly American.

(9) Read excerpts from McCoy's They Shoot Horses, Don't They or see the movie.

(10) Read excerpts from Baldwin's Autobiographical Notes of a Native Son.

(11) Read excerpts from Shute's On the Beach.

(12) Read excerpts from Golding's Lord of the Flies.

(13) Read excerpts from Griffin's Black Like Me.

(14) Read excerpts from Malcolm X.

(15) Read O'Conner's "Everything That Rises Must Converge."

(16) Read excerpts from Williams' The Glass Menagerie.

(17) View the film "Phoebe" or read the book, Phoebe.

(18) Read Auden's "Unknown Citizen."

(19) Read excerpts from Rand's Fountainhead.

(20) Read excerpts from Salinger's Catcher in the Rye.

(21) View the film "Neighbors."

(22) View the film "The Wall."

(23) Read excerpts from Heller's Catch 22 or see the movie.

(24) Watch "Mannix" on television.

(25) View the film "The Hand."

(26) View the film "A."

(27) View the film "Junkdump."

(28) Read excerpts from Miller's Death of a Salesman.

(29) Read excerpts from Miller's All My Sons.

(30) View the film "No Reason to Stay."

b. Group B

(1) Read Kennedy's "Inaugural Address, 1961."

(2) Read excerpts from Davis's Yes, I Can.

(3) Read excerpts from Carson's Silent Spring.

(4) Read McGinley's "Suburbia: of Thee I Sing."

(5) Read Harding's "Black Power and the American Christ."

(6) Read Pfeiffer's cartoons.

(7) Follow Blondie in the comics.

(8) Read "Doonesbury."

(9) Read "Pogo."

(10) Watch the "Dick VanDyke Show."

(11) Watch the "Mary Tyler Moore Show."

(12) Listen to David Susskind.

(13) Smile at everyone.

(14) Read excerpts from Kennedy's Profiles in Courage.

(15) Read excerpts from Lindberg's Gift from the Sea.

(16) View the film "A Place in the Sun."

(17) View the film "Dream of Wild Horses."

(18) View the film "The Daisy."

(19) Watch "Mission Impossible" on television.

(20) View the film "A Glittering Song."

(21) Read excerpts from Angelou's I Know Why the Caged Bird Sings.

(22) View the film "Sylvan Sketches."

(23) See the film or read the book The Weapons of Gordon Parks.

(24) Read excerpts from Packard's Status Seekers.

(25) View the film "Ski the Outer Limits."

(26) Read Eisenhower's "Open Letter to American Students."

(27) View the film "Place to Stand."

(28) View the film "Psychedelic Wet."

(29) Watch "60 Minutes" on television.

(30) View the film "Omega."

Have students select two representatives from each group who will present their groups' consensus. Audience members will serve as reactors to the philosophy presented by the opposing side.

3. Discuss with students the ideas which have resulted from modern American man's re-examination of his way of life. Questions such as the following might help students identify those aspects of life which they consider to be of value and those which they reject.

   a. What age group(s) engage in the process of re-examination?

b. Why is there a difference in the degree to which various groups exhibit a concern for value identification?

c. What is the establishment?

d. What does it mean to be anti-establishment?

e. What parts of society are plastic?

f. What evidences of the Puritan ethic are in existence?

g. Why are communes popular?

h. Why are numerous people escaping? Via draft dodging? Dropping out? Drugs?

i. What is worth dying for?

j. Why is church attendance declining?

k. Why is there a growing interest in ecology?

l. Why is there a greater acceptance of abortion, divorce, pornography?

m. What kinds of people are apathetic? militant? crusading? content? greedy? conscientious? Why are these people the way they are? What are their drives? What do they value?

n. How do you account for a Ralph Nader, a Timothy Leary, a Martin Luther King, a Cesar Chavez, a Billy Graham, a John Kennedy, a John Glenn, a David Lean, a Cassius Clay, a Bob Griese, a Reuben Askew, a Stanley Kubrick?

o. What kinds of people value affluence, moral integrity, security, iconoclasm, power, hedonism, ecological survival, non-conformity, prestige, efficiency, productivity, sadism, sex, money, patriotism, peace, brotherhood, love, charitableness, justice, freedom, cultural masterpieces, nostalgia, instant gratification?

p. What is success?

4. Have students form small groups of three to five each and select one of the following professions. They might examine the lives of individuals mentioned under each and decide upon the influence, inner and outer, which resulted in their success. Students might wish to add other names to their list.

   a. Sports

      (1) Cassius Clay

      (2) Jackie Robinson

      (3) Jim Thorpe

      (4) Joe DiMaggio

      (5) Joe Lewis

      (6) Jack Nicklaus

      (7) Arnold Palmer

      (8) O. J. Simpson

      (9) Knute Rockne

      (10) Althea Gibson

   b. Religion

      (1) Billy Graham

      (2) Billy Joe Hargis

      (3) Peter Marshall

      (4) Malcolm X

      (5) Martin Luther King

      (6) Aimee McPherson Semple

      (7) Father Divine

      (8) Adam Clayton Powell

      (9) Cardinal Cushing

      (10) Oral Roberts

c. Writers

(1) Flannery O'Connor

(2) Maya Angelou

(3) Ernest Hemingway

(4) Truman Capote

(5) Gore Vidal

(6) Lawrence Ferlinghetti

(7) James Thurber

(8) Harry Golden

(9) Jessamyn West

(10) Jim Bishop

d. Presidents

(1) Franklin D. Roosevelt

(2) John Kennedy

(3) Lyndon Johnson

(4) Herbert Hoover

(5) Harry Truman

(6) Dwight Eisenhower

(7) Thomas Jefferson

(8) Andrew Johnson

(9) Abraham Lincoln

(10) Theodore Roosevelt

e. Movie stars

(1) Zsa Zsa Gabor

(2) Sammy Davis, Jr.

(3) Marilyn Monroe

(4) Judy Garland

(5) Bob Hope

(6) Elizabeth Taylor

(7) Grace Kelly

(8) Bing Crosby

(9) Jack Benny

(10) Shirley MacLaine

5. Have students discuss well-known people such as those listed below who were born poor and have spent considerable effort and time acquiring wealth and others who have had wealth thrust upon them only to realize that it alone does not result in satisfaction. Following their discussion, ask students to cite counterparts for these people in filmed and written literature.

   a. Howard Hughes

   b. Barbara Mackle

   c. Benedict Arnold

   d. Barbara Hutton

   e. Robert Kennedy

   f. Gloria Vanderbilt

   g. Charles Lindberg

   h. Aaron Burr

   i. Gordon Parks

   j. Fatty Arbuckle

   k. Huey Long

   l. Haym Solomon

   m. Ross Perot

   n. Ezra Pound

o. Tokyo Rose

p. Jackie Coogan

q. The Weathermen

6. Present students with a list of books and/or selections such as the following which make statements about the rags and riches of contemporary America. Have them note how this theme has shaped the direction of modern American man.

   a. Lederer. The Ugly American.

   b. Harrington. The Other America: Poverty in the United States.

   c. Golden. Only in America.

   d. Toffler. Future Shock.

   e. Reich. The Greening of America.

   f. Hoover. Masters of Deceit.

   g. Packard. Status Seekers.

   h. Lindberg. Gift from the Sea.

   i. Carson. Silent Spring.

   j. Parks. The Learning Tree.

   k. Davis. Yes, I Can.

   l. Wright. A Native Son.

   m. McKuen. Listen to the Warm.

   n. Knowles. A Separate Peace.

7. Have students select works they have read during the course which they would identify as being most representative of the rags and riches idea for each of the three periods of American experience. In making their selections, students might imagine that their list might be placed in a capsule at the bicentennial celebration. Ask students to prepare an annotated entry for each selection.

8. Use an overhead projector to show the Bill of Rights. Discuss each one and ask students to identify recent actions which could be interpreted as countermanding the original statement. (Example: freedom of speech -- F.C.C. regulations; right to bear arms -- proposed gun laws)

9. Show students the films "America and the Americans," Parts 1 and 2 and ask them to watch for segments of the rags and riches idea. Ask them to identify the inception of each idea and to trace its development to the present time. Have students select one of the following means to explain contemporary America.

   a. Write a letter to a pen pal in another country.

   b. Talk with an imaginary visitor from another country.

   c. Assume the role of a newly arrived immigrant writing a letter home.

   d. Write a script for broadcast on a station in another country.

   e. Prepare a visual essay.

   Incorporated into whichever method students select, have them propose answers to questions such as:

   a. What inspires an American to achieve?

   b. Is there a plateau above which he cannot rise?

   c. If critics of contemporary society are heeded, how will the future be affected?

   d. What evidence of idealism and/or acceptance of the status-quo exist?

   e. What effect have atomic weapons had on America's social consciousness?

   f. What validity does the statement "My country right or wrong" have?

   g. What influence have inventions and the communications media had on contemporary man's concept of rags and riches?

10. Have students imagine themselves one of the following and indicate their view of the modern American's rags and riches.

    a. An individual living in 2,505 A.D.

    b. A resident of Peking.

    c. Noah.

    d. Thomas Jefferson.

    e. A Tibetan.

    f. A Frenchman.

    g. Bernadette Devlin.

## IV. STUDENT RESOURCES

### A. State-adopted textbooks

Major Writers of America

American Literature: Themes and Writers

Adventures in Appreciation

Adventures in American Literature

The American Experience: Fiction

### B. Non-state-adopted supplementary materials

#### 1. Textbooks

Joseph, Lois S., ed. Insight: American Literature. New York: Noble and Noble, 1969.

Pooley, Robert C., ed. Perspectives. Glenview, Illinois: Scott, Foresman, 1963.

#### 2. Reference materials

Angelou, Maya. I Know Why the Caged Bird Sings. New York: Random House, 1970.

Baldwin, James. Autobiographical Notes of a Native Son. Boston: Beacon, 1957.

Buck, Pearl. The Good Earth. New York: John Day Co., 1949.

Carson, Rachel. Silent Spring. Boston: Houghton-Mifflin, 1962.

Cather, Willa. My Antonia. Boston: Houghton-Mifflin, 1961.

Cooper, James Fenimore. Last of the Mohicans. New York: Airmont, 1964.

Crane, Stephen. Red Badge of Courage. Indianapolis, Indiana: Bobbs-Merrill, 1964.

Crèvecoeur, St. John de. Letters from an American Farmer. Garden City, N. Y.: Doubleday, 1960.

Davis, Sammy Jr. Yes, I Can. New York: Farrar Pocket Books, 1965.

Dickens, Charles. American Notes. Magnolia, Mass.: Peter Smith, n.d.

Dizenzo, Patricia. Phoebe. New York: McGraw-Hill, 1967.

Dos Passos, John. USA. Boston: Houghton-Mifflin, 1963.

Dreiser, Theodore. An American Tragedy. New York: Signet, n.d.

Dunne, Finley P. World of Mr. Dooley. New York: Collier, n.d.

Fast, Howard. April Morning. New York: Crown, 1961.

_____. Freedom Road. New York: Crown, 1961.

Farrell, James T. Studs Lonigan. New York: New American Library, n. d.

Faulkner, William. Sound and the Fury. New York: Random House, n. d.

Ferber, Edna. Cimarron. New York: Fawcett World, 1971.

Fitzgerald, Scott. The Great Gatsby. New York: Scribner, 1925.

Forbes, Kathryn. Mama's Bank Account. New York: Harcourt Brace, 1943.

Garland, Hamlin. Main-Traveled Roads. New York: Harper and Row, n. d.

Golden, Harry. Only in America. New York: World, 1958.

Golding, William. Lord of the Flies. New York: Coward-McCann, 1955.

Griffin, John Howard. Black Like Me. Boston: Houghton-Mifflin, 1961.

Harrington, Michael. Other America: Poverty in the United States. Baltimore: Penguin, 1962.

Hawthorne, Nathaniel. The Scarlet Letter. New York: Airmont, 1964.

Heller, Joseph. Catch 22. New York: Delta, n.d.

Hersey, John. Hiroshima. New York: Modern Library, n.d.

Hoover, J. Edgar. Masters of Deceit. New York: Pocket Books, n. d.

Howells, William Dean. The Rise of Silas Lapham. New York: Holt, Rinehart and Winston, 1949.

James, Henry. The Ambassadors. New York: Washington Square, 1963.

Kennedy, John F. Profiles in Courage. New York: Harper and Row, 1956.

Knowles, John. A Separate Peace. New York: Macmillan, 1960.

Lederer, William J. and Eugene Burdick. The Ugly American. New York: W. W. Norton, n.d.

Lewis, Sinclair. Dodsworth. New York: Modern Library, n. d.

_____. Main Street. New York: Modern Library, n. d.

Lindberg, Anne M. Gift from the Sea. New York: Pantheon, 1955.

Little, Malcolm. The Autobiography of Malcolm X. New York: Grove Press, 1966.

Masters, Edgar Lee. Spoon River Anthology. New York: Collier, n. d.

McCoy, Horace. They Shoot Horses, Don't They? New York: Avon, 1971.

McKuen, Rod. Listen to the Warm. New York: Random House, 1967.

Melville, Herman. Billy Budd. New York: Washington Square, n. d.

Miller, Arthur. Collected Plays ("All My Sons"). New York: Viking, 1957.

_____. Crucible, The. New York: Bantam, n. d.

_____. Death of a Salesman. New York: Viking, 1958.

Mitchell, Margaret. Gone with the Wind. New York: Pocket Books, n. d.

Moberg, Vilhelm. Unto a Good Land. New York: Popular Library, 1971.

Norris, Frank. The Octopus. New York: Hill and Wang, 1957.

Packard, Vance. Status Seekers. New York: Pocket Books, 1961.

Parks, Gordon. Choice of Weapons, A. New York: Noble and Noble, 1968.

_____. Learning Tree, The. New York: Harper and Row, 1963.

Porter, William Sydney (Henry O.). Four Million, The. Airmont, 1964.

_____. O. Henry's New York. New York: Fawcett, 1962.

Rand, Ayn. Fountainhead. New York: New American Library, 1952.

Reich, Charles. The Greening of America. New York: Bantam, 1971.

Richter, Conrad. Light in the Forest. New York: Knopf, 1966.

_____. The Trees. New York: Knopf, 1940.

Rölvaag, Obe E. Giants in the Earth. New York: Harper and Row, n. d.

Ross, Leonard Q. The Education of Hyman K*A*P*L*A*N. New York: Harcourt Brace, n. d.

Runyan, Damon. Treasury of Damon Runyan. New York: Modern Library, n. d.

Salinger, J. D. Catcher in the Rye. New York: Bantam, n. d.

Shute, Nevil. On the Beach. New York: William Morrow and Co., 1957.

Sinclair, Upton. The Jungle. New York: Airmont, n. d.

Steinbeck, John. Cannery Row. New York: Viking, 1923.

_____. Grapes of Wrath, The. New York: Viking, 1958.

_____. Of Mice and Men. New York: Viking, 1963.

_____. Pearl, The. New York: Bantam, 1962.

Stowe, Harriet Beecher. Uncle Tom's Cabin. New York: Washington Square, 1963.

Tarkington, Booth. Magnificent Ambersons, The. New York: Hill and Wang, 1957.

Toffler, Eric. Future Shock. New York: Bantam, 1970.

Twain, Mark. Adventures of Huckleberry Finn, The. New York: Airmont, 1964.

_____. Innocents Abroad. New York: Bantam, 1964.

Washington, Booker T. Up from Slavery. New York: Dell, n. d.

Wharton, Edith. Ethan Frome. New York: Scribner, 1938.

Whitman, Walt. Leaves of Grass. New York: Viking, 1961.

Williams, Tennessee. Glass Menagerie. New York: New Directions, n. d.

Wright, Richard. A Native Son. New York: New American Library, 1962.

C. Films

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|---|---|
| "A" | 1-05799 |
| America and the Americans, Pt. 1 | 1-31792 |
| America and the Americans, Pt. 2 | 1-31793 |
| Daisy, The | 1-05824 |
| Dream of Wild Horses | 1-04676 |
| Glittering Song, A | 1-14258 |
| Hand, The | 1-13819 |
| Immigration in America's History | 1-00381 |
| Junkdump | 1-14192 |
| Nation of Immigrants, Pt. 1 | 1-31941 |
| Nation of Immigrants, Pt. 2 | 1-31943 |
| Neighbors | 1-05861 |
| No Reason to Stay | 1-31927 |
| Omega | 1-14274 |
| Place in the Sun, The | 1-05840 |
| Place to Stand | 1-14260 |
| Psychedelic Wet | 1-00193 |
| Ski the Outer Limits | 1-30929 |
| Sylvan Sketches | 1-05924 |
| Wall, The | 1-05926 |
| Weapons of Gordon Parks | 1-31829 |

D. Film Strips

Story of America's People, The. Series I. Eye Gate House, Jamaica, New York 11435.

V. TEACHER RESOURCES

A. Textbooks

See student resources

B. Professional books

Cloyes, Stanley A. and David G. Spencer. Contexts for Composition. New York: Appleton-Century-Crofts, 1969.